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Social work in recent years has devoted itself conspicuously to the acquisition of facts regarding the human cost of social and economic processes. Inevitably, perhaps, investigation has had to precede interpretation, although the latter has not been lacking. Miss Addams' book, however, both in its story and in its atmosphere, never lets the reader lose sight of the human side of life, although it shows also the inevitable dependence of humanity upon economic environment. One feels, in reading, the power of the author's personality and the conviction grows that the spirit of democracy has found in Hull House and its leader one of its most significant expressions since Abraham Lincoln, for whose democracy Miss Addams expresses reverence.

The chapters on "Immigrants and Their Children," and on "Civic Co-operation" are perhaps typical of the book—the one revealing social problems as problems of individual lives and their possibilities; the other showing the practical inter-relation of all efforts for social betterment. The chapter on "Echoes from the Russian Revolution" cannot fail to be illuminating to Americans, especially to those who feel a sense of humiliation in the failure of our democracy at a most crucial point which was revealed during the anarchist excitement in Chicago, following the assassination of President McKinley—a failure which is most tellingly stated by Miss Addams. As Miss Addams believes, to the anarchist the treatment which he received was despotic in the extreme and at the opposite pole from the democracy of which we boast.

Those believers and workers in social betterment, who have been uneasy under a charge of irreligion in social work, will derive much satisfaction from this book. Miss Addams' statement of the steps which led her to ally herself with the church is impressive in its simplicity and sincerity. Even more impressive, however, is the spiritual atmosphere which pervades the whole volume. No reader whose religion is real could fail to feel that the influence of Hull House and its leader is a telling example of religion at work in the lives of men.

"Twenty Years at Hull House" has a many-sided value. It is difficult to conceive of any group of people, no matter what their interests, for whom it has no message. Its suggestive value is greatly enhanced by the illustrations.

PORTER R. LEE.

Philadelphia.

Brown, John F. *The Training of Teachers for Secondary Schools in Germany and the United States.* Pp. x; 335. Price, \$1.25. New York: Macmillan Company, 1911.

By far the greater part of this volume is devoted to outlining the German system of training teachers of secondary schools with the avowed purpose of throwing light upon the problem of training American high school teachers. No part of the book is more interesting than the first chapter,

which describes the German Elementary and Higher Schools. In his treatment of the training of teachers, the author emphasizes the importance of uniting theory and practice; and he states that this is accomplished in Germany, largely, through the work of the "Seminarjahr." In Chapter XI a plan is outlined for providing a similar training for American teachers which calls for the co-operation of the high schools and the universities. This plan has good points and is certainly worthy of a trial.

With the exception of the above idea, which is constructive on the formal side, at least, the work is devoted largely to descriptions of existing educational machinery. The contribution of the author is the suggestion of a modification in the machinery and an outline of a plan for making the change. The weakness of the volume, from the standpoint of the reviewer, is the fact that educational machinery is treated as an end in itself, or, if means, means in relation to university instructors and high school teachers, means of affording them employment rather than means in the hands of teachers for the rendering of a larger social service. Consciousness is focussed upon teaching as a vocation which affords a man a sense of security, rather than upon teaching as means of developing young people, and contributing to their growth and efficiency in dealing with the problems of life. In short, the book is formal and academic in character, and it would seem to perpetuate the idea that the teaching profession dwells apart from the world behind "cloistered walls."

KATHARINE E. DOPP.

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Bryce, James. *The American Commonwealth.* 2 vols. Pp. xxii, 1704.
Price, \$4.00. New York: Macmillan Company, 1910.

The appearance of a new edition of Bryce's "American Commonwealth" is an event of real importance to students of politics, especially when as thorough a revision has been undertaken as in this edition of 1910. The work now occupies an unique position in the literature dealing with the political institutions of the United States. In the secondary schools as well as in the universities, it has furnished the basis for elementary courses in civics as well as for the advanced courses in political science. No one author has ever exerted quite the same influence on the teaching of politics. The calm, dispassionate manner with which every important public question is discussed, the clear, concise analysis of the form and operation of our institutions give to this work an epoch-making place in the literature of political institutions. Mr. Bryce was one of the first to show us the wide gap existing between the form of our institutions and their operation. From the publication of the first edition of his work dates the tendency to study our institutions in their actual operation rather than as a mere framework of government.

In this new edition the same judicial and yet sympathetic tone prevails as in its predecessors. Mr. Bryce is keenly alive to the shortcomings of our